

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2006

File Name: NCLByy

Date Created: July 24, 2006

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					<b>IDENTIFICATION INFORMATION</b>  <b>File Name:</b> NCLByy common layout – School/District/State – SAS and EXCEL format  <b>Description:</b> The “No Child Left Behind Act of 2001,” is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The Act continues federal distribution to public elementary and secondary education schools, districts, and states to support education for disadvantaged students.  The file reports AYP status for the school, district or state. Annual Measurable Objects (AMO's) are presented for reading, mathematics, other indicators and participation rate components and for subpopulations of White non-Hispanic, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and Students with Disabilities.  <u>Reportable subpopulations (sufficient size criteria)</u> A subpopulation is only reportable (of sufficient size) if it meets a minimum group size (10 students per accountable grade and 60 students overall per school/district [as appropriate] in the accountable grades or that the subpopulation must be at least 15% of the overall school/district total population). NOTE: Total Population does not have the minimum group size applied.  Reportable subpopulation <u>Participation Rate (sufficient size criteria)</u> Participation Rate for AYP is only reportable when it meets a minimum group size (10 students per accountable grade and 60 students overall per school/district) in the accountable grades.  <b>Program Name:</b> NCLByy.SAS  <b>Security Level:</b> Public upon release date; otherwise internal.
					2006 Revision Information

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					<p style="text-align: center;"><b>DESCRIPTIVE INFORMATION</b></p> <p>Information contained on this file is obtained from the raw data generated from the Kentucky Core Content Test (KCCT) provided by the contractor, Nationally Norm Referenced Test (NRT) provided by the contractor, databases at the Kentucky Department of Education housing nonacademic data, school information, district information from current and prior years.</p> <p>Identification and matching of school, district, and state level data is handled via the CODE field.</p> <p style="text-align: right;">File Sequence: CODE ascending.</p> <p>Terminology:</p> <ul style="list-style-type: none"> <li>• AMO – Annual Measurable Objective</li> <li>• AYP – Adequate Yearly Progress</li> <li>• BLANK - When used in the description of a value in a data field, blank is used interchangeably with null and missing.</li> <li>• CATS – Commonwealth Accountability Testing System</li> <li>• KCCT – Kentucky Core Content Tests</li> <li>• NCLB – No Child Left Behind</li> <li>• NRT – Nationally Norm Referenced Test (CBTS/5 Survey Edition)</li> <li>• NULL - When used in the description of a value in a data field, null is used interchangeably with blank and missing.</li> <li>• QC – Quality Control</li> </ul>
					<p style="text-align: center;"><b>FILE NAMES</b></p> <p>(School/District/State) NCLB06. – NCLB 2006 performance.</p>

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CODE	Char.	6	SCHCTL		<p>Code Number assigned by KDE to identify the school building site.</p> <p>Code consists of a 3 character District No. followed by 3 characters of blanks.</p> <p>Certain Districts have different numbers assigned for Commonwealth Accountability Testing System processing. These are:</p> <p>602 -- KY SCH FOR BLIND State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.</p> <p>603 -- KY SCH FOR DEAF State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the school of the parents' legal residence.</p> <p>606 -- MODEL LAB Special school run by Eastern Kentucky University, with fiscal responsibility of Madison County Public Schools. Effective 2002-2003, Model Lab school results are reported within Madison County Public Schools (district 365).</p> <p>999 -- STATE Code For summarization of school results at the STATE level, a special code (999) is assigned within the Commonwealth Accountability Testing System to permit the aggregation and reporting of data at the State level.</p>
DISTNO	Char.	6	Schctlyy	District Number	<p>District Number assigned by KDE.</p> <p>Code consists of a 3 character District No. followed by a 3 blank character s.</p> <ul style="list-style-type: none"> <li>Certain Districts have different numbers assigned for KCCT processing. These are:</li> </ul> <p>602 -- KY SCH FOR BLIND State school, responsible for administration of KCCT test (School of Origin). Students are accountable to the School of parents legal residence.</p> <p>603 -- KY SCH FOR DEAF State school, responsible for administration of KCCT test (School of Origin). Students are accountable to the School of parents legal residence.</p>

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REGION	Char.	2	Schctlyy	ADD Region Code	<p>Area Development District (ADD) Region codes indicate the geographic region where a school is located. Kentucky's counties are grouped into 15 regions known as Area Development Districts, or ADD's. ADD's are a means by which local elected officials and citizens unite to provide for the planned growth of their area. An ADD is therefore a regional organization that assists in the formulation and implementation of human resource and infrastructure related plans.</p> <p>Region codes range from 01 to 15.</p> <p>Area Development District (ADD) Region codes</p> <ul style="list-style-type: none"> <li>01 - Purchase</li> <li>02 - Pennyrile</li> <li>03 - Green River</li> <li>04 - Barren River</li> <li>05 - Lincoln Trail</li> <li>06 - KIPDA (Also encompasses Indiana counties of Clark and Floyd)</li> <li>07 - Northern Kentucky</li> <li>08 - Buffalo Trace</li> <li>09 - Gateway</li> <li>10 - FIVCO</li> <li>11 - Dig Sandy</li> <li>12 - Kentucky River</li> <li>13 - Cumberland Valley</li> <li>14 - Lake Cumberland</li> <li>15 - Bluegrass</li> </ul>
DISTNAME	Char.	30	SCHCTL	District Name	<p>Name of District.</p> <ul style="list-style-type: none"> <li>• 999 = State</li> </ul>
SCHNAME	Char.	45	SCHCTL	School Name	<p>School name</p> <ul style="list-style-type: none"> <li>• BLANK in District, Region and State only entities</li> </ul>
TYPE	Char.	2	SCHCTLy files	Type of School	<p>Type of School:</p> <ul style="list-style-type: none"> <li>• A1 = District operated - General school</li> <li>• A2 = District operated - Vocational-Technical school</li> <li>• A3 = District operated - Special Education school</li> <li>• A4 = District operated - Head-start school</li> <li>• A5 = District operated - Alternative school</li> <li>• A6 = District operated - Program in non-district school</li> <li>• D1 = State KDE operated - e.g. School for the Blind and School for the Deaf</li> <li>• Field is blank in Region District (701 .... 715), Region (901 .... 915) and State (999) records.</li> </ul>

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					<b>SCHOOL ACCOUNTABILITY CONTROL INFORMATION</b>
CLSS	Char.	9	KDEACCyy	MIDPOINT PERFORMANCE JUDGMENT – 2005	<p>PERFORMANCE JUDGMENT</p> <p>Midpoint Accountability Cycle 2005 Performance Judgment Messages. t in added.</p> <p>School performance judgment messages are:</p> <ul style="list-style-type: none"> <li>• MEET GOAL – “Meets Goal”</li> <li>• DROP NOV – “Meets Goal – Dropout and Novice Reduction”</li> <li>• DROP – “Meets Goal – Dropout”</li> <li>• NOV – “Meets Goal – Novice Reduction”</li> <li>• PROGRESS – “Progressing”</li> <li>• DECL D/N - “Progressing – Decline, Dropout Rate and Novice Reduction”</li> <li>• DECL DROP – “Progressing – Decline and Dropout”</li> <li>• DECL NOV – “Progressing – Decline and Novice Reduction”</li> <li>• PROG D/N – “Progressing – Dropout and Novice Reduction”</li> <li>• DECL – “Progressing – Decline”</li> <li>• PROG DROP – “Progressing – Dropout Rate”</li> <li>• PROG NOV – “Progressing – Novice Reduction”</li> <li>• ASSIST 1 – “Assistance Level 1”</li> <li>• ASSIST 2 – “Assistance Level 2”</li> <li>• ASSIST 3 – “Assistance Level 3”</li> </ul> <p>Further definition of the messages can be found in the KDE document <a href="#">Commonwealth Accountability Testing System, Performance Judgment Messages – Midpoint Accountability Cycle 2005</a></p>
JOINT	Char.	1	SCHCTL.DBF	Joint School	<p>Joined School Indicator.</p> <p>Data from schools that do not house both grades 4 and 5 or both grades 7 and 8. Student performance data for the split schools are aggregated into a combined school data entity referred to as a Joined School.</p> <ul style="list-style-type: none"> <li>• BLANK = Not a joined school</li> <li>• 1 = Joined school</li> </ul> <p><b>Note:</b> Joint School Indicator is used only to note the schools that makeup a joint school (AAA) but is not used to indicate the actual joint school (AAA).</p> <p>All joint schools are provided a NCLB Federal Accountability Report. However, these reports document the progress of all of the joint school, as a whole and not the progress of each individual school that makeup the joint school.</p>

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ACC_LOW	Char	2	SCHCTL	Low grade of Accountability	<p>Accountability Lowest Grade Level in School year.</p> <p>00 = Pre-school / Head-start  0E = 5 year olds – formally Kindergarten type students  0P = Primary  PS = Pre-school Non-Public  01 = 1<sup>st</sup> grade – Federal operated schools only  02 = 2<sup>nd</sup> grade – Federal operated schools only  03 = 3<sup>rd</sup> grade – Federal operated schools only  04 = 4<sup>th</sup> Grade  05 = 5<sup>th</sup> Grade  06 = 6<sup>th</sup> Grade  07 = 7<sup>th</sup> Grade  08 = 8<sup>th</sup> Grade  09 = 9<sup>th</sup> Grade  10 = 10<sup>th</sup> Grade  11 = 11<sup>th</sup> Grade  12 = 12<sup>th</sup> Grade</p>
ACC_HGH	Char	2	SCHCTL	High grade of Accountability	<p>Accountability Highest Grade Level in school year.</p> <p>00 = Pre-school / Head-start  0E = 5 year olds – formally Kindergarten type students  0P = Primary  PS = Pre-school Non-Public  01 = 1<sup>st</sup> grade – Federal operated schools only  02 = 2<sup>nd</sup> grade – Federal operated schools only  03 = 3<sup>rd</sup> grade – Federal operated schools only  04 = 4<sup>th</sup> Grade  05 = 5<sup>th</sup> Grade  06 = 6<sup>th</sup> Grade  07 = 7<sup>th</sup> Grade  08 = 8<sup>th</sup> Grade  09 = 9<sup>th</sup> Grade  10 = 10<sup>th</sup> Grade  11 = 11<sup>th</sup> Grade  12 = 12<sup>th</sup> Grade</p>
TITLE_1	Char.	1	T1SCHyy_NCLB	Title 1 School	<p>Title 1 indicator.</p> <ul style="list-style-type: none"> <li>Y = Yes, a Title I school or district</li> <li>N = No, not a Title I School or district</li> </ul> <p><b>NOTE:</b> The school's NCLB's Title 1 status is given as of the start of the school year following the prior school year Spring KCCT testing. The NCLB's Title 1 status may be different from the KCCT's Title 1 status reported in the Kentucky Performance Report (KPR). The school's/district's KPR Title 1 status is stated at the time of testing while the NCLB's Title 1 status is stated at the time of reporting (the beginning of the next school year).</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACTION	Char.	1	SCHCTL	School Reconfiguration Indicator	<p>Restructuring of School Student Population based on Geographic boundary changes and / or major student enrollment shifts. The calculation of the School's Accountability Indexes, Baseline, Improvement Goals, and Performance Judgments are effected.</p> <p>A = Reconfigured School or New School – District Baseline is used in Accountability calculations.</p> <p>C = Reconfigured School or New School in 1998-1999 school year. School is treated as if it is not reconfigured, with the exception that the nonacademic index from the district from the previous year at the corresponding level (elementary, middle, or high school) is substituted for the school's nonacademic data.</p> <p>D = Reconfigured School that is accountable based on it's own results but uses the District goal, assistance and novice reduction lines.</p> <p>E = Reconfigured School or New School in the current school year. School is treated as if It is not reconfigured, with the exception that the nonacademic index from the district from the first (Baseline) accountability cycle (1999-2002) at the corresponding level (elementary, middle, or high school) is substituted for the school's nonacademic data.</p> <p>F = Reconfigured School that is using the District Baseline (goal) for Accountability.School is treated as if it is not reconfigured (will use school assessment data), with the exception that the district nonacademic information from the previous year at the high school level is substituted for the school's nonacademic data. (This is a special case for new high schools that do not have all grades in the prior year).</p> <p>N = No Index Computed – School is an A2 .... A6 school and/or school closed within the reporting school year.</p> <p>S = Standard Computation</p> <p>blank = School not Reconfigured</p> <p>Field is blank in State (999) records.</p> <p>NOTE: Variable is used by contractor and not reported on KPR.</p>
ACTNYR	Char.	4	Translated from SCHCTL	Year of School Reconfiguration	<p>Year of School Reconfiguration</p> <p>NOTE: Variable is used by contractor and not reported on KPR.</p>

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RECON	Char.	4	Year of School Reconstitution	KDE entered	<p><b>Year that the School requested the Reconstitution</b></p> <p>A school district shall notify the Department of Education of any school considered a reconfigured school as provided in 703 KAR 5:020 Section 6 (3) by September 30 of the school year in which the reconfiguration occurs. A school district may submit to the Department of Education a plan for reconstituting baseline data taking into consideration the changes in service areas. The plan shall assure that local district calculations are accurate and appropriately include all student data in both baseline and growth index calculations. The plan shall be submitted to the Department of Education at the same times the district notifies the Department of Education of the school reconfiguration. If the Department of Education approves the plan, it shall become effective and shall remain in effect unless a specific waiver from this reconfiguration arrangement is requested from and granted by the Kentucky Board of Education as provided in this administrative regulation. This alternative shall not be implemented until the affected schools have a complete biennium of date to be considered in the growth calculations.</p> <ul style="list-style-type: none"> <li>2000 = Approved request for reconstitution of baseline data for Spring 2000 accountability reporting. Request received on or before September 30, 1999.</li> <li>2001 = Approved request for reconstitution of baseline data for Spring 2001 accountability reporting. Request received on or before September 30, 2000.</li> <li>2002 = Approved request for reconstitution of baseline data for Spring 2002 accountability reporting. Request received on or before September 30, 2001.</li> <li>2003 = Approved request for reconstitution of baseline data for Spring 2003 accountability reporting. Request received on or before September 30, 2002.</li> <li>2004 = Approved request for reconstitution of baseline data for Spring 2004 accountability reporting. Request received on or before September 30, 2004.</li> <li>2005 = Approved request for reconstitution of baseline data for Spring 2005 accountability reporting. Request received on or before September 30, 2005.</li> <li>2006 = Approved request for reconstitution of baseline data for Spring 2006 accountability reporting. Request received on or before September 30, 2006.</li> <li>Blank = School not considered a reconstituted school.</li> </ul>
SCH_LV	Num	8	Translated	School Level	
GRD_RDN	Num	8	Translated from SCHCTL	Reading Level	<p>Reading School, District or State grade levels</p> <ol style="list-style-type: none"> <li>Elementary</li> <li>Middle</li> <li>Elementary and Middle</li> <li>High</li> <li>Elementary and High (Not currently used)</li> <li>Middle and High</li> <li>Elementary, Middle and High</li> </ol>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
GRD_MAN	Num	8	Translated from SCHCTL	Mathematics Level	Mathematics School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High
					<b>NCLB STARTING POINTS and GOALS INFORMATION</b>
RD_2002	Num 6.2	8	calculated	Reading Starting point	Reading Starting point • The 20 <sup>th</sup> Proficiency percentile starting points in reading calculated separately at the elementary, middle and high school levels. • Schools or districts that have multiple school levels (see GRD_RDN) have calculated starting points based on those multiple levels. These starting points are the unweighted averages of the associated levels at these schools or districts. • 2002 is the starting year for NCLB
RD_2003	Num 6.2	8	calculated	Reading Goal for 2003	Reading Goal for 2003
RD_2004	Num 6.2	8	calculated	Reading Goal for 2004	Reading Goal for 2004
RD_2005	Num 6.2	8	calculated	Reading Goal for 2005	Reading Goal for 2005
RD_2006	Num 6.2	8	calculated	Reading Goal for 2006	Reading Goal for 2006
RD_2007	Num 6.2	8	calculated	Reading Goal for 2007	Reading Goal for 2007
RD_2008	Num 6.2	8	calculated	Reading Goal for 2008	Reading Goal for 2008
RD_2009	Num 6.2	8	calculated	Reading Goal for 2009	Reading Goal for 2009
RD_2010	Num 6.2	8	calculated	Reading Goal for 2010	Reading Goal for 2010
RD_2011	Num 6.2	8	calculated	Reading Goal for 2011	Reading Goal for 2011
RD_2012	Num 6.2	8	calculated	Reading Goal for 2012	Reading Goal for 2012
RD_2013	Num 6.2	8	calculated	Reading Goal for 2013	Reading Goal for 2013
RD_2014	Num 6.2	8	calculated	Reading Goal for 2014	Reading Goal for 2014

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
MA_2002	Num 6.2	8	calculated	Mathematics Starting point	Mathematics Starting point <ul style="list-style-type: none"> <li>The 20<sup>th</sup> Proficiency percentile starting points in Mathematics calculated separately at the elementary, middle and high school levels.</li> <li>Schools or districts that have multiple school levels (see GRD_MAN) have calculated starting points based on those multiple levels. These starting points are the unweighted averages of the associated levels at these schools or districts.</li> <li>2002 is the starting year for NCLB</li> </ul>
MA_2003	Num 6.2	8	calculated	Mathematics Goal for 2003	Mathematics Goal for 2003
MA_2004	Num 6.2	8	calculated	Mathematics Goal for 2004	Mathematics Goal for 2004
MA_2005	Num 6.2	8	calculated	Mathematics Goal for 2005	Mathematics Goal for 2005
MA_2006	Num 6.2	8	calculated	Mathematics Goal for 2006	Mathematics Goal for 2006
MA_2007	Num 6.2	8	calculated	Mathematics Goal for 2007	Mathematics Goal for 2007
MA_2008	Num 6.2	8	calculated	Mathematics Goal for 2008	Mathematics Goal for 2008
MA_2009	Num 6.2	8	calculated	Mathematics Goal for 2009	Mathematics Goal for 2009
MA_2010	Num 6.2	8	calculated	Mathematics Goal for 2010	Mathematics Goal for 2010
MA_2011	Num 6.2	8	calculated	Mathematics Goal for 2011	Mathematics Goal for 2011
MA_2012	Num 6.2	8	calculated	Mathematics Goal for 2012	Mathematics Goal for 2012
MA_2013	Num 6.2	8	calculated	Mathematics Goal for 2013	Mathematics Goal for 2013
MA_2014	Num 6.2	8	calculated	Mathematics Goal for 2014	Mathematics Goal for 2014
					<b>ADEQUATE YEARLY PROGRESS (AYP) COMPONENT'S STATUS</b>  yy – Represents the year 2002 to 2006(02-06)

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AYP_RDyy	Char.	3		AYP Reading	<p>Reading AYP Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable  Blank Null, Not sufficient information to provide a judgment  a. Current year reconstituted school will have blank data  b. Reconfigured School with Action Code A and current ACTNYR</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other indicator” which is the previous year accountability index.</p>
AYP_RDOAyy	Char.	3		AYP Reading Overall Status	<p>Reading AYP Overall Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p><b>Note:</b> To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements (see above AYP_RDyy), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not meet the school/district has not meet the Reading AYP Overall Component status.</p>
AYP_MAYy	Char.	3		AYP Mathematics	<p>Mathematics AYP Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other indicator” which is the previous year accountability index.</p>

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AYP_MAOAyy	Char.	3		AYP Mathematics Overall Status	<p>Mathematics AYP Overall Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p><b>Note:</b> To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements (see above AYP_MAYy), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not meet the school/district has not meet the Mathematics AYP Overall Component status.</p>
AYP_PARyy	Char.	3		AYP Participation Rate	<p>Participation Rate AYP Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <ul style="list-style-type: none"> <li>Participation Rate Component Status not only reflects if the entire student body met the Participation Rate AYP requirement (95% participation) for each content area (Reading &amp; Mathematics) but also if all NCLB reported subpopulations (White, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet Participation Rate AYP requirements.</li> <li>Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> </ul>
AYP_Alyy	Char.	3		AYP Accountability Index	<p>Accountability Index Elementary, middle, or high AYP Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p>Note: Accountability Index Component Status (which is under the NCLB's required "other academic indicator") is lagged one year.</p>

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AYP_GRyy	Char.	3		AYP Graduation Rate	<p>Graduation Rate High School AYP Component status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p>Note: Graduation Rate Component Status (which is under the NCLB's required "other academic indicator") only reflects if the entire High School student body met the Graduation Rate AYP requirement.</p> <p>At the high school level, under "other academic indicator" school /districts students must improve or be equal to 100 for their graduation rate. Kentucky will meet this requirement by calculating a graduation rate consistent with NCLB requirements.</p>
AYP_OAyy	Char.	3		AYP Overall Status	<p>Overall AYP Status</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year reconstituted school will have blank data)</p> <p>Note: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.</p>

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NCLB_yy	Char.	3		NCLB Consequences	<p>NCLB Consequences</p> <p>If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OAyy there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.</p> <ul style="list-style-type: none"> <li><b>N/A</b> Title I school but No Applicable information                             <ul style="list-style-type: none"> <li>a. Not a Title I school</li> </ul> </li> <li><b>0</b> Title I school has No Consequence</li> <li><b>1</b> Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.</li> <li><b>2</b> Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.</li> <li><b>3</b> Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.</li> <li><b>4</b> Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.</li> <li><b>5</b> Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.</li> </ul>

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					<b>ACCOUNTABILITY Classification</b>
TST_AI	Char.	3		Above Assistance 2005	<p>Above Assistance 2005</p> <ul style="list-style-type: none"> <li>For NCLB the Accountability Classification is lagged one year. The value is actually based on the CATS 2004 Accountability Classification.</li> <li>Variable is used as part of the calculation for the "additional academic indicator" for Elementary and Middle schools</li> <li>For high schools this indicator is not used and is blank unless the high school includes either an elementary or middle school grade(s)</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul>
TST_AI_IMP	Num 5.1	8	Calculated	Accountability Index Improvement	<p>Accountability Index Improvement 2005 Calculations</p> <ul style="list-style-type: none"> <li>For NCLB calculations the Accountability Index Improvement is lagged one year. The value is actually the CATS 2005 Accountability Index minus CATS 2004 Accountability Index.</li> <li>Variable is used as part of the calculation for the "additional academic indicator" for Elementary and Middle schools</li> <li>For high schools this indicator is not used and is blank unless the high school includes either an elementary or middle school grade(s)</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul>
TST_AI_ST_IMP	Num 5.1	8	Calculated	State Accountability Index Improvement	<p>State Accountability Index Improvement 2005 Calculations</p> <ul style="list-style-type: none"> <li>For NCLB calculations the Accountability Index Improvement is lagged one year. The value is actually the CATS 2005 Accountability Index minus CATS 2004 Accountability Index.</li> <li>Variable is used as part of the calculation for the "additional academic indicator" for Elementary and Middle schools</li> <li>For high schools this indicator is not used and is blank unless the high school includes either an elementary or middle school grade(s)</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul>
TST_AI_FLAG	Char.	1		Assistance Level but above State	Assistance Level School/District but the improvement is greater than the State.
					<b>GRADUATION RATE</b>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2006

File Name: NCLByy

Date Created: July 24, 2006

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
GRAD_RT05	Num 5.2	8	Sum	Graduation Rate 2005	<p>High School Graduation Rate 2005</p> <p><b>Note:</b> High School includes 9, 10 11, &amp; 12<sup>th</sup> grades</p> <ul style="list-style-type: none"> <li>This value is the CATS 2004 graduation rate, which is lagged one year.</li> <li>Variable is used as part of the calculation for the “additional academic indicator” for High schools</li> <li>For Middle &amp; Elementary this indicator is not used and is blank unless the Middle and/or Elementary school includes a High school</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul> <p>NOTE: “<b>Graduation rate</b>” means the quotient of: [number of current year grade 12 completers (standard diploma within 4 years, including students with disabilities whose IEP’s stipulate they will need more than four (4) years to obtain a standard diploma)] divided by [number of current year grade 12 completers (includes standard diplomas plus certificates of completion) plus number of current year grade 12 dropouts plus the number of dropouts from the current 12<sup>th</sup> grade that dropped out as 11<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 10<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 9<sup>th</sup> graders].</p>
GRAD_RT06	Num 5.2	8	Sum	Graduation Rate 2006	<p>High School Graduation Rate 2006</p> <p><b>Note:</b> High School includes 9, 10 11, &amp; 12<sup>th</sup> grades</p> <ul style="list-style-type: none"> <li>This value is the CATS 2005graduation rate, which is lagged one year.</li> <li>Variable is used as part of the calculation for the “additional academic indicator” for High schools</li> <li>For Middle &amp; Elementary this indicator is not used and is blank unless the Middle and/or Elementary school includes a High school</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> <li>Student must graduate in four years (starting in 9<sup>th</sup> grade) to count as a graduate (unless otherwise indicated below). <ul style="list-style-type: none"> <li>Students who do not graduate in four years, but have an IEP documenting their need for more than four years of secondary school education to complete their program may be counted as graduated if they completed high school as induced in their IEP.</li> <li>Students who withdraw from a Kentucky school and <ol style="list-style-type: none"> <li>Enroll in a district or district-contracted alternative program that culminates in a General Educational Diploma; and</li> <li>Earn a GED by October of the following year.</li> </ol> </li> </ul> </li> </ul> <p>NOTE: “<b>Graduation rate</b>” means the quotient of: [number of current year grade 12 completers (standard diploma within 4 years, including students with disabilities whose IEP’s stipulate they will need more than four (4) years to obtain a standard diploma)] divided by [number of current year grade 12 completers (includes standard diplomas plus certificates of completion) plus number of current year grade 12 dropouts plus the number of dropouts from the current 12<sup>th</sup> grade that dropped out as 11<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 10<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 9<sup>th</sup> graders].</p>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					<p><b>Demographic Results:</b></p> <p>ddd represent the demographic that is being reported.</p> <p>Values:  TST – Total Tested  ETW – White (Non-Hispanic)  ETB – African-American  ETH – Hispanic  ETA – Asian  LEP – Limited English Proficient  LUP – Free/Reduced Lunch Participation  ACD – Student With Disabilities</p>
AYP_ddd_RD	Char.	1	Calculated	AYP Reading Status	<p>Adequate Yearly Progress (AYP) Reading Status</p> <p><b>Y</b> Yes, made AYP  If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP  <b>S</b> Safe, met AMO requirement through Safe Harbor  If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2006

File Name: NCLByy

Date Created: July 24, 2006

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ddd_MA	Char.	1	Calculated	AYP Mathematics Status	<p>Adequate Yearly Progress (AYP) Mathematics Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p><b>*</b> Asterisk, Not sufficient population to make AYP status judgment</p> <p><b>Note: Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ddd_PAR	Char.	1	Calculated	AYP Participation Rate Status	<p>Adequate Yearly Progress (AYP) Participation Rate Status</p> <p><b>Y</b> Yes, made AYP <b>N</b> No, did not make AYP <b>*</b> Asterisk, Not sufficient population to make AYP status judgment</p> <p><b>Note:</b> To make AYP you must have at least a 95% participation rate for all students in this population.</p>
AYP_ddd_RD_AVE	Char.	1	Calculated	Used Averaging for AYP in Reading	<p>Used Average for Reading AYP</p> <p>0 or Blank – Current year only 2 – Current and Prior Year data 3 – Includes data from 2 years prior and maybe the prior year.</p>
AYP_ddd_MA_AVE	Char.	1	Calculated	Used Averaging for AYP in Mathematics	<p>Used Average for Mathematics AYP</p> <p>0 or Blank – Current year only 2 – Current and Prior Year data 3 – Includes data from 2 years prior and maybe the prior year.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2006

File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ddd_04_05	Num 6.0	8	Sum	Total Count of Grade 4 Students Accountable 2005	Total number of grade 4 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_05_05	Num 6.0	8	Sum	Total Count of Grade 5 Students Accountable 2005	Total number of grade 5 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_07_05	Num 6.0	8	Sum	Total Count of Grade 7 Students Accountable 2005	Total number of grade 7 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_08_05	Num 6.0	8	Sum	Total Count of Grade 8 Students Accountable 2005	Total number of grade 8 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_10_05	Num 6.0	8	Sum	Total Count of Grade 10 Students Accountable 2005	Total number of grade 10 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_11_05	Num 6.0	8	Sum	Total Count of Grade 11 Students Accountable 2005	Total number of grade 11 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2005.  <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> </ul>
ddd_TPC_05	Num 6.0	8	Calculated	Total Population Count – Students Accountable 2005	Total number of grades 4 – 12 accountable students tested (KCCT) plus the grades 4, 8, & 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2005.
ddd_RDPD_05	Num 6.2	8	Percent	Reading Percentage Proficient & Distinguished 2005	Percentage of the total number of accountable students tested in Reading who were Proficient or Distinguished – 2005  <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> </ul>
ddd_RD_FG_05	Num 3.0	8		Reading Flag 2005	Place Holder – blank

## NCLB FEDERAL ACCOUNTABILITY REPORT - 2006

File Name: NCLByy

Date Created: July 24, 2006

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ddd_MAPD_05	Num 6.2	8	Percent	Mathematics Percentage Proficient & Distinguished 2005	Percentage of the total number of accountable students tested in Mathematics who were Proficient or Distinguished – 2005 <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> </ul>
ddd_MA_FG_05	Num 3.0	8		Mathematics Flag 2005	Place Holder – blank
ddd_04_06	Num 6.0	8	Sum	Total Count of Grade 4 Students Accountable 2006	Total number of grade 4 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_05_06	Num 6.0	8	Sum	Total Count of Grade 5 Students Accountable 2006	Total number of grade 5 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_07_06	Num 6.0	8	Sum	Total Count of Grade 7 Students Accountable 2006	Total number of grade 7 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_08_06	Num 6.0	8	Sum	Total Count of Grade 8 Students Accountable 2006	Total number of grade 8 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ddd_10_06	Num 6.0	8	Sum	Total Count of Grade 10 Students Accountable 2006	<p>Total number of grade 10 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_11_06	Num 6.0	8	Sum	Total Count of Grade 11 Students Accountable 2006	<p>Total number of grade 11 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2006.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_TPC_06	Num 6.0	8	Calculated	Total Population Count – Students Accountable 2006	<p>Total number of grades 4 – 12 accountable students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2006.</p> <ul style="list-style-type: none"> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ddd_RD_06	Num 6.0	8	Sum	Reading 2006	<p>Total students tested in Reading – 2006</p> <ul style="list-style-type: none"> <li>Total number of Reading students accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ddd_RDPD_06	Num 6.2	8	Percent	Reading Percentage Proficient & Distinguished 2006	<p>Total students tested in Reading – Percentage of students Proficient &amp; Distinguished – 2006</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> </ul>
ddd_RDCI_06	Num 6.2	8	Percent	Reading Percentage Proficient & Distinguished Confidence Interval 2006	<p>Total students tested in Reading – Percentage of students Proficient &amp; Distinguished Confidence Interval – 2006</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ddd_RDCI_FAC_06	Num 6.4	8	Table	Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2006	<p>Total students tested in Reading – Percentage of students Proficient &amp; Distinguished Confidence Interval factor used – 2006</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>
ddd_RD_FG_06	Num 3.0	8		Reading Flag 2006	Place Holder – blank
ddd_MA_06	Num 6.0	8	Sum	Mathematics 2006	<p>Total students tested in Mathematics – 2006</p> <ul style="list-style-type: none"> <li>Total number of Mathematics students accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ddd_MAPD_06	Num 6.2	8	Percent	Mathematics Percentage Proficient & Distinguished 2006	<p>Total students tested in Mathematics – Percentage of students Proficient &amp; Distinguished – 2006</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> </ul>
ddd_MACI_06	Num 6.2	8	Percent	Mathematics Percentage Proficient & Distinguished Confidence Interval 2006	<p>Total students tested in Mathematics – Percentage of students Proficient &amp; Distinguished Confidence Interval – 2006</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ddd_MACI_FAC_06	Num 6.4	8	Table	Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2006	<p>Total students tested in Mathematics – Percentage of students Proficient &amp; Distinguished Confidence Interval Factor used – 2006</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>
ddd_MA_FG_06	Num 3.0	8		Mathematics Flag 2006	Place Holder – blank

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ddd_PAR_06	Num 3.0	8	Sum	Participation Rate 2006	<p>Total students tested Participation Rate – 2006</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2004-05) falls below 95%, it is averaged with the participation rate for the prior year (2003-04), <u>and</u> with both the two prior years (2003-04 and 2002-03). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul>
ddd_PAR_CNT_06	Num 6.0	8	Sum	Total eligible Participation Count 2006	<p>Total number of students eligible to be tested Participation Count – 2006</p> <ul style="list-style-type: none"> <li>Count includes all non-exempted student with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>
ddd_PAR_FG_06	Num 3.0	8		Participation Rate Computation Flag 2006	<p>An indicator for student participation rate that marks the type of computation used to calculate the rate – 2006</p> <p>Participation Rate Calculation Types:</p> <ol style="list-style-type: none"> <li>0. Computed using only current year data</li> <li>1. Computed using the latest two year participation rates and averages them</li> <li>2. Computed using the latest three year participation rates and averages them</li> </ol>